

Indiana's Response to Intervention Academy



Differentiated Instruction: An Overview

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Supported by a grant through the Indiana Department of Education and offered through the Collaborative Problem Solving Project at the Blumberg Center at Indiana State University

Components to Consider

- ❑ Leadership
- ➔ Evidence-based core curriculum, instruction, & interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making
- ❑ Cultural responsiveness
- ❑ Family, community & school partnerships

Integrated System for Academic and Behavioral Supports

Tier 3:

- Few Students
- Increased Frequency
- Longer Duration

Services across tiers are fluid and data-driven

**District/Community Team
Building Core Team**

Tier 2:

- Small Group

Intense,
Individualized
Support

Building Core Team

Targeted, Supplemental
Supports

Tier 1:

- All Students
- Preventative, Proactive

Core Curriculum, Instruction, and Learning
Environment

**Grade Level Teams
Building Core Team
School Improvement Team**

Differentiated instruction provides the responsive, student-centered teaching that effective RTI requires.

- ❑ Identify student's strengths and challenges
- ❑ Become knowledgeable of students
- ❑ Explicitly design instruction based on students' current readiness
- ❑ Provide for flexible grouping and choice to better encourage active engagement
- ❑ Continuously monitor student progress
- ❑ Redesign instruction based on on-going assessment

The **Know**, **Understand** and **Do** for this session

Understand:

- ▣ That Differentiated Instruction is a frame of mind
- ▣ Moderate challenge is imperative to learning
- ▣ Teacher response to student needs is the starting point for differentiation

Know:

- ▣ Relationship of DI to RTI
- ▣ Basic Di terminology
- ▣ Pre-assessment options as hooks for student learning

Essential Questions:

- ▣ To what extent do I differentiate based on my students' strengths and challenges?
- ▣ How do I better ensure that everyone gets it?

Do:

- ▣ Listen with an open-mind
- ▣ Collaborate
- ▣ Question
- ▣ Design

A Short But Very Real Story

There once was a workshop....

After listening to the story, talk with a neighbor for a few minutes about a similar situation you have been in:

- How did you react?
- What might have made that situation more productive for you?
- What are the implications for our teaching and student learning?

The Frame of Mind

Differentiation is:

- ▣ Proactive
- ▣ More qualitative than quantitative
- ▣ Rooted in assessment
- ▣ Student centered
- ▣ Multiple approaches to content, process and product
- ▣ A blend of whole-class, group and individual instruction

Differentiation is not:

- ▣ Individualized instruction
- ▣ Homogeneous grouping
- ▣ Chaotic
- ▣ Modifications

We differentiate ...

CONTENT

What we intend students to learn and how we provide access to information

PROCESS

The opportunities for learners to make sense of underlying principles, new ideas and skills

PRODUCT

Application and demonstration, representing extensive understanding

by...

Readiness

Interests

Learning
Styles

Affect

Environment

Differentiated Instruction and RTI

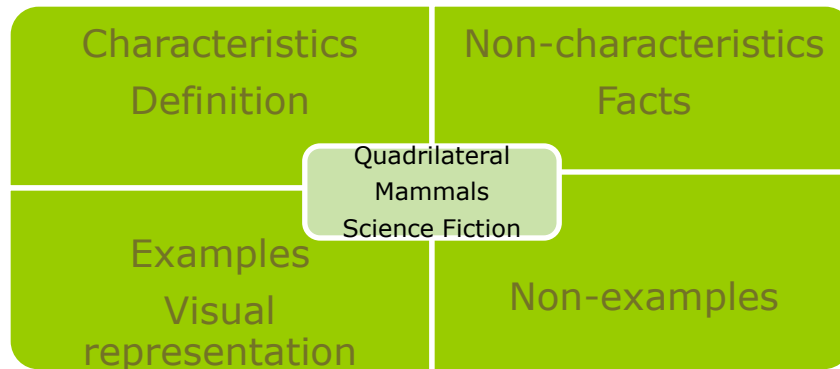
Predicated on ongoing assessment of student readiness

We can only provide for **moderate challenge** when we are clear about:

- ✓ **What students already know and understand about the unit being planned**
- ✓ **What skills the students already have to apply to unit of study**
- ✓ **What further instruction, reteaching, and opportunities for mastery are needed**
- ✓ **What areas of interest and feelings are in the different areas of study**
- ✓ **What flexible groupings will improve student learning**
- ✓ **What content, process and product options will provide moderately challenging learning experiences**

Pre-assess based on what you want students to *know*, *understand and do* while activating prior knowledge and engaging student interest in the topic of study

- ❑ Word Sorts
- ❑ Frayer Model



- ❑ Brainstorming
- ❑ KWL
- ❑ Exit/Entrance card: *Three things you know about....*
- ❑ Written Dialogue: *I know...*
- ❑ Demonstrate with manipulatives
- ❑ Anticipation Guide
- ❑ Quiz

Providing multiple pathways

Considerations:

- ❑ Enduring understanding
- ❑ Flexible grouping
- ❑ Content
- ❑ Process
- ❑ Product
- ❑ Scaffolding

Enduring Understanding

- ❑ Some things you just have to know:
multiplication facts danger signals rules/laws
definitions

What else do we have to know?

- ❑ Most things you have to understand:
The process of multiplication to apply it to advanced math
How to react to the danger signal
The purpose of rules/laws and our right to obey and to question
How to use terminology in the appropriate context
Is it purposeful to know without understanding?

Flexible Grouping: temporary groups based on student choice and/or assessment.

- ❑ Instruction generally begins with whole group, ensuring that all students are focused on common outcomes.
- ❑ Students may then be grouped by
 - readiness based on their needs for review, re-teaching, practice, or enrichment
 - learning style or interest to ensure personal relevancy and to enhance motivation
 - such grouping could be a single lesson or objective, a set of skills, a unit of study, or a major concept or theme

When does grouping benefit students? When does grouping facilitate instruction? Which activities lend themselves to group work? How do you determine group membership?

Content: What we teach and how students gain access to information

- ❑ Based on assessment : prior knowledge and experiences, interest in topic and **readiness**
- ❑ Coordinates with flexible groups
- ❑ Matches the material or information to student's capacity to read and understand
- ❑ Provides materials at an appropriately challenging level of complexity and independence
- ❑ Utilizes student learning styles (i.e. auditory, visual, kinesthetic)

Take two minutes with a partner to list possible options for differentiating content.

Process: Sense-making activities

Students make sense of ideas and information most easily when their classroom activities

- ▣ are interesting to students
- ▣ call on students to think at a high level
- ▣ cause students to use a key skill(s) to understand a key idea(s)

Differentiate process according to student **readiness** by matching the complexity of the activity to the student's current levels of understanding and skill

Discuss the above statement. How do you currently accommodate for student readiness as they practice new skills?

Product: Demonstration of Learning

High quality product assignments are excellent means of assessing student knowledge, understanding and skill.

Products help students rethink, apply and extend what they have learned.

Well-designed product assignments can be highly motivating because they bear their creator's thumbprint.

Consider the RAFT

Role	Audience	Format	Topic

Summarizing the Differentiated Instruction/RTI Fit

1. Assessment drives instruction
2. Providing content options based on students' readiness promotes understanding
3. Providing processing, sense-making options based on students' readiness increases skills and knowledge
4. Providing meaningful product options to stretch students in application of understanding and skill